

LEARNING DISABILITIES OBSERVATION REPORT

Student _____ Grade _____ School _____
Date _____ Time _____ Observer _____
Subject _____ Area of suspected deficit _____

ENVIRONMENT

<input type="checkbox"/> Teacher-directed lesson, small group	<input type="checkbox"/> Watching demonstration/visual input
<input type="checkbox"/> Independent practice	<input type="checkbox"/> Listening to auditory input
<input type="checkbox"/> Teacher-directed lesson, whole class	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Small group cooperative work	<input type="checkbox"/> Other: _____

General description of classroom environment:

TASK DEMANDS

Expected Performance (What is the task the students are asked to do and time parameters?)

BEHAVIOR

Target student's performance. (What is this student doing?)

ACHIEVEMENT

How well did this student achieve the expected performance or outcome?

RELATIONSHIP TO ACADEMIC FUNCTIONING* (How did his behavior affect his performance?)

* Include on classification form.

These descriptors are examples to describe strengths of weaknesses of students with learning disabilities:

Behavior:	Follows instructions, attends to work, completes assignments, copes with new situations, accepts responsibility, works independently, easily distracted.
Visual:	Enjoys looking at books, catches written mistakes, spells non-phonetically, likes puzzles, remembers visual instructions, places work at appropriate distance, has difficulty copying from chalkboard or textbook.
Auditory:	Talks out loud to self, reads out loud or subvocalizes, enjoys talking, listens intently, follows oral directions, spells phonetically.
Tactile-Kinesthetic:	Touches others or things, takes apart/puts together, has good body movement, moves lips while reading, moves mouth while writing, has good writing skills.
Orientation:	Promptness, begins task without help, organization of work.
Sequential Learning:	Remembers lists, facts, steps; solves problems by breaking into parts, sequences ideas, organizes work in steps, pays attention to details.
Simultaneous Learning:	Needs whole picture before working on parts, is goal oriented.
Language Skills:	Volunteers information, stays on topic, orally expresses ideas appropriately, uses written expression appropriately.